



KS3 Report Guidance A Guide to Subject Assessments Year 8 Summer 2025



Report General Guidance

Changes to KS3 Assessment & Reporting:

Following parent/carer, student and staff voice we have made reporting changes to ensure that the report gives a more accurate picture of the student's current performance. As such, your young person's report will look different to the style of report that you received in year 7.

Subject teachers will now report the student's percentage score from the most recent assessment and the cohort average will also be reported.

Please note that for those subjects with a heavier emphasis on practical skills alongside theoretical elements (PE, Design Technology, Creative Art subjects) students will be awarded one of five descriptors based upon their skills level in those subjects.

The descriptors are:

Emerging > Developing > Secure > Progressing > Excelling.

The subject teams will communicate exactly what the assessment entailed but please be rest assured that a standardised mark scheme/success criteria will be applied to ensure equity.

Each teacher will also comment on the student's Attitude to Learning and Homework (Core subjects only). These areas will receive one of the following comments:

E = Excellent

G = Good

N = Needs improving

C = Cause for concern

Tutor Comment

A written report around your young person's personal development by each young person's tutor.



Subject Guidance for Report Marks

Grade Boundaries

Emerging 8-15 Points	Developing 16-25 points	Secure 26-39 Points	Progressing 40-47 Points	Excelling 48-50 Points
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Average Skills Scores are calculated for each subject for the students who Have been assessed

Anchor Group students are assessed as a group.

Skills Assessments

KS3 Visual Arts

Assessment in Performing Arts and Music is mostly done through in-class work. The class teacher will observe students' practise across specific sessions and across 4 key areas:

SC1 - Explore and experiment in a variety of media

SC2 - Artistic skill set

SC3 - Evaluating your own and others' visual arts work

SC4 - Visual Arts specific terminology and Artist Research

SC1 and SC2 have a slightly heavier weighting than SC3 and SC4 to reflect the practical nature of the work.

Students will be made aware of the assessment criteria and ways to develop their practise in Performing Arts and Music through regular verbal feedback about their work. Students will receive a key descriptor for their work and progress:

An EMERGING Performing Artist / Musician

A DEVELOPING Performing Artist / Musician

A Performing Artist / Musician with SECURE skills

A Performing Artist / Musician PROGRESSING towards excellence A

Performing Artist/ Musician who is EXCELLING in all areas

The report also contains a numerical value which represents the band range for the key descriptor.



KS3 Performing Arts and Music

Assessment in Performing Arts and Music is mostly done through in-class work. The class teacher will observe students' practise across specific sessions and across 4 key areas:

SC1 - Improvising, Composing, Choreographing and Rehearsing Drama, Dance and Music

SC2 - Performing and sharing Drama, Dance and Music work

SC3 - Evaluating, appreciating and appraising your own and others' Drama, Dance and Music work

SC4 - use of Drama, Dance and Music subject specific vocab and terminology

SC1 and SC2 have a slightly heavier weighting than SC3 and SC4 to reflect the practical nature of the work.

Students will be made aware of the assessment criteria and ways to develop their practise in Performing Arts and Music through regular verbal feedback about their work. Students will receive a key descriptor for their work and progress:

An EMERGING Performing Artist / Musician

A DEVELOPING Performing Artist / Musician

A Performing Artist / Musician with SECURE skills

KS3 Design and Technology

In Technology, students have completed 2 modules.

In Design & Technology they designed and made a spatula utilising flexi-ply.

For this assessment they have been graded based on their work in the following Areas:

Analysing the context, creating a specification for their product and their initial design work.

In Food Technology, students are looking at dietary needs and developing cooking skills.

For this assessment they have been graded on their practical skills when cooking, their knowledge of the 'eatwell' guide/adapting recipes for dietary needs



KS3 Physical Education

Assessment in Physical Education is mostly done through in-class work. The class teacher will observe students in their practical PE lessons with a focus on four key strands -

SC1 - Leadership/Active Healthy Lifestyle and character values

This strand will focus on the social and emotional side of PE. How involved and engaged the students are and the attitude displayed towards the subject. This will also consider an understanding of how to lead an active and healthy lifestyle and how this is personalised, as well as character values such as resilience and respect.

SC2 - Skill

This strand will focus on being physically active and competitive, as well as how physically competent the students are in practical skills.

SC3 - Understanding/decision making/ tactics and strategies

This strand will focus on the ability of students to make effective decisions and show a deeper understanding of the physical activity. This will as a result build confidence and tactical awareness.

SC 4 - Performance analysis

This strand will focus on students' understanding of what worked well and how things can be improved in both their and others performances.



Assessment Based Subjects

Assessments are marked as a percentage.

The cohort average is calculated by subject for the students who have been assessed.

Anchor group students are assessed as a group

KS3 English

The Year 8 English assessment in the spring term was based on students' reading of the modern play, *An Inspector Calls*. The assessment tested a range of skills: subject knowledge, analytical reading and imaginative writing.

The Year 8 programme covers a range of Literature and non-fiction including two modern novels, a poetry unit and genre study (Victorian). Each scheme is followed by a reading or writing assessment as part of our on-going monitoring of student progress.

KS3 Maths

All pupils have recently undertaken an assessment based on the white rose mastery scheme of work for mathematics. Topics that were assessed included understanding the use and manipulation of brackets in calculations, solving equations and inequalities that include brackets, solving simple equations with unknowns on one side and on both sides, generating sequences with both words and algebra and finding the n th term of a linear sequence. All pupils sat the same assessment, so the percentage is based on the whole cohort.

KS3 Science

In Science Year 8 students completed 6 units:

Enquiry processes 2 - assessed in class with several skills-based lessons such as designing a practical, the scientific method, analysis of results, including graph drawing, and evaluating data and evidence.

P4 Waves part 1 - assessed with a 36-mark end of unit test

C3 Earth part 1 - assessed with a 35-mark end of unit test

B4 Organisms part 2 - assessed with a 35-mark end of unit test

C4 Matter part 2 - assessed with a 35-mark end of unit test

P5 Energy part 2 - assessed with a 35-mark end of unit test

The percentage reported here is a percentage of the sum of all the marks achieved in the assessments of these units studied. If an assessment was missed or a student was not present this has not unfairly affected their percentage, it just might not be as accurate a reflection of where they are currently working at.



KS3 Computer Science

This report is based on a comprehensive skills assessment focusing on the students' ability to design a website of their choice and build a functional prototype using Microsoft Sway.

Throughout this project, students demonstrated their creativity, technical skills, and understanding of web design principles.

KS3 Geography

The year 8s have covered a wide variety of topics this year. This most recent assessment was all about glaciers, how they form, how they move and how they impact the landscape. The assessment was a combination of multiple choice, short answer and longer answer questions, assessing their recall of knowledge and their ability to apply this knowledge to geographical concepts.

KS3 History

The year 8 history assessment was based on their understanding of key history skills and their knowledge of the causes and events of World War One. It consisted of multiple-choice questions, definition matching tasks, closed questions and some extended answers.

KS3 Modern Foreign Languages (MFL)

In languages, students were assessed on their reading comprehension and translation skills on the topic of 'describing my house' from this half term's unit of work.'

KS3 Religious Studies/Social Studies

In RS students completed a 30-mark assessment. This consisted of questions on Islam. The first 18 marks were based on knowledge and understanding. The final 12 marks were for an extended answer to an evaluation question. Their marks were added up and then converted to a percentage.